This file contains only the Scoring Rubrics Section from
Nebraska's Reading First Grant Application
and is intended for review purposes only.

1. d. i. Schools to be Served

Selection of schools to be served will be based upon the information provided by applicant, who will provide evidence of need, the rationale of the applicant for consideration of a particular school or schools, and where appropriate, prioritization by a district of schools being proposed for consideration.

Exemplary (2 points per section)	Meets Standards (1 point per section)	Does Not Meet Standards (0 points per section)
• The application specifies which schools in the LEA will be a participant in the Reading First Program with a rationale for the inclusion of each building. Points Awarded: _____	• The application specifies which schools in the LEA will be a participant in the Reading First Program. Points Awarded: _____	• The application does not specify schools to be included in the LEA's Reading First Program. Points Awarded: _____
• The application provides a description of how data has been used, and includes a display of the relevant data that supports the inclusion of school(s) in the program. Points Awarded: _____	• The application provides a description of how data has been used to select the recommendation for including a school(s) in the proposal. Points Awarded: _____	• Data that helps support the application is nonexistent or is not meaningful in support of inclusion of the school(s) in the program. Points Awarded: _____
• The proposal provides the qualifications of the leadership personnel, which indicate knowledge and experience in scientifically-research based reading instruction practices. Points Awarded: _____	• The qualifications of the personnel who will have direct responsibility for providing leadership in the Reading First school(s) are included in the application, and include attributes that would indicate knowledge of reading instruction. Points Awarded: _____	• The application does not provide information about the qualifications of persons who comprise the leadership of the Reading First Project. Points Awarded: _____
Column Point Total: _____	Column Point Total: _____	Column Point Total: _____

Total Points Awarded for Schools to be Served: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. ii. Instructional Assessments

Applicants will describe the school's procedures to select and administer rigorous screening, diagnostic, and classroom-based instructional assessments with proven validity and reliability that measure student progress related to the five components of reading instruction. The applicant will describe how information from these assessments will be used to make instructional decisions.

Exemplary (4 points per section)	Meets Standards (2 points per section)	Does Not Meet Standards (0 points per section)

• The description identifies the three purposes of assessment- screening, diagnostic and classroom based. The selection procedure uses multiple criteria including:
  1) A comparative analysis of multiple assessments reporting a rationale for each instrument selected.
  2) Reporting both validity and reliability and reviews by experts trained in scientifically-based research and measurement.
	• The description identifies the three purposes of assessment- screening, diagnostic and classroom-based. The selection procedure uses multiple criteria including:
	  1) Reporting both validity and reliability, and reviews by experts trained in scientifically-based research and measurement.
		• The description identifies the three purposes of assessment. However, the selection procedure:
		  1) Does not use a source reporting both validity and reliability, or reviews by experts trained in scientifically-based research and measurement.

Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The applicant provides evidence of the following:
  1) Alignment of selected assessments to the five essential components of reading instruction.
  2) Alignment of selected assessments to the LEA's reading program.
  3) Alignment of selected assessments to the Nebraska State Reading/Writing Standards or approved local standards for reading/writing.
	• The applicant provides evidence of the following:
	  1) Alignment of selected assessments to the five essential components of reading instruction.
	  2) Alignment of selected assessments to the LEA's reading program.
		• The selected assessments do not align to the five essential components of reading instruction in the LEA's reading program. The applicant makes no reference to Nebraska State Reading/Writing Standards.

Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• For each assessment described, the applicant: 　1) Provides a year-long assessment administration calendar with frequent data collection points identified. 　2) Describes an assessment plan, including data collection process and schedule, as well as specific guidelines on how to use assessment results/data for instructional decisions based on scientifically-based research. 　3) Provides details on how assessments are integrated into the LEA's identified reading program. 　4) Assessments are aligned pre K-12 for seamless program coherence.	• For each assessment described, the applicant: 　1) Provides a year-long calendar that describes the LEA's assessment administration schedule. 　2) Describes an assessment plan, including data collection process and schedule, as well as specific guidelines on how to use assessment results/data for instructional decisions based on scientifically-based research. 　3) Provides details on how assessments are integrated into the LEA's identified reading program.	• For each assessment identified: 　1) No details for assessment administration are provided.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

Column Point Total: _____	**Column Point Total:** _____	**Column Point Total:** _____

Total Points Awarded for Instructional Assessments: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. iii. Instructional Strategies and Programs

Applicants will describe the key elements of the district's reading program. Applicants will document how the selected program is supported by scientifically-based reading research and will provide a summary of the research that supports its selection. The applicant will provide a description of how the program addresses the five essential components of reading instruction-phonemic awareness, phonics, comprehension, fluency, and vocabulary instruction. Each application will also show how the reading program is integrated into a coherent instructional design that addresses the following areas:

- Utilization of explicit instructional strategies based on individual student needs.
- Coordinated instructional sequences.
- Appropriate practice opportunities.
- Professional development opportunities that support effective program implementation
- Classroom implementation of a program based on current assessment data.

Exemplary (2 points per section)	Meets Standards (1 point per section)	Does Not Meet Standards (0 points per section)
• The selection and implementation of a program of reading instruction is based on scientifically-based reading research and includes clearly explained instructional strategies that address the five essential components of reading instruction. The goal of the described program is to support all students as they grow to become proficient readers. Applicant uses the criteria identified in *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* March 2003 (Appendix K) for the selection of their core reading program, or selects from the list of programs pre-established by the Materials Review Committee as meeting criteria. Applicant further agrees to discontinue any nonscientifically-based programs or practices. • Summaries of research studies are provided that support the selection of the program.	• The selection and implementation of a program of reading instruction is based on scientifically-based reading research and includes clearly explained instructional strategies that address the five essential components of reading instruction. The goal of the described program is to support all students as they grow to become proficient readers. Applicant uses the criteria identified in *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* March 2003 (Appendix K) for the selection of their core reading program, or selects from the list of programs pre-established by the Materials Review Committee as meeting criteria. Applicant further agrees to discontinue any nonscientifically-based programs or practices.	• The description of the reading program design does not address the five essential components of reading instruction. Research studies are not provided as evidence that the program is based on scientifically-based reading research.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The application includes a detailed description of the following six areas that address the utilization of clearly described instructional strategies, based on individual student needs, in order to support students as they learn to read grade level text:
 	
  1) How the teacher will provide direct instruction for individual children or small groups with similar instructional needs (including students with special needs, English Language Learners, etc.
  2) How the teacher will utilize flexible grouping patterns that are determined by current assessment data, in order to maximize student learning.
  3) How the teacher will utilize reading materials and activities that promote active student engagement.
  4) Assurance that the students will participate in a variety of reading activities that allow for individual student differences.
  5) Evidence that the selected program and supplemental materials, that are rooted in scientifically-based reading research, are aligned to Nebraska Reading/Writing Standards.
  6) Description of how the selection of program and supplemental materials are chosen based on the needs of the district's student population.
	• The application includes a detailed description of the following five areas that address the utilization of clearly described instructional strategies, based on individual student needs, in order to support students as they learn to read grade level text:
	
	  1) How the teacher will provide direct instruction for individual children or small groups with similar instructional needs (including students with special needs, English Language Learners, etc.).
	  2) How the teacher will utilize flexible grouping patterns that are determined by current assessment data, in order to maximize student learning.
	  3) How the teacher will utilize reading materials and activities that promote active student engagement.
	  4) Assurance that the students will participate in a variety of reading activities that allow for individual student differences.
	  ~~5)~~ Evidence that the selected program and supplemental materials, that are rooted in scientifically-based reading research, are aligned to Nebraska Reading/Writing Standards.
		• The applicant does not describe how they utilize clearly described instructional strategies based on individual student needs as described in the "meets standard" column.

Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The scientifically-based reading program design includes coordinated instructional sequences, for all K-3 students that address the five essential components of reading instruction and includes a detailed description of each of the following areas with examples when appropriate:
  1) A description of the block of uninterrupted time for individual, small, and large group reading instruction daily, at least 90 minutes in length.
  2) Utilization of teaching strategies and instructional activities that support logical and sequential skill development and that are based on students' current assessment data.
  3) Teachers and students work towards clearly articulated academic goals that are aligned to the Nebraska Reading/Writing Standards.
	• The scientifically- based reading program design includes coordinated instructional sequences, for all K-3 students that address the five essential components of reading instruction and includes a detailed description of the following areas with examples when appropriate:
	  1) A description of the block of uninterrupted time for individual, small, and large group reading instruction daily, at least 90 minutes in length.
	  2) Utilization of teaching strategies and instructional activities that support logical and sequential skill development and that are based on students' current assessment data.
		• The reading program lacks clearly articulated purposes and goals and inadequately addresses instructional sequences that address the five essential components of reading instruction as described in the "meets standard" column.

Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The reading program design includes appropriate practice opportunities for students to master skills in the five essential components of reading instruction and includes a detailed description of each of the following areas:
  1) How the teacher will utilize current student assessment data for effective planning.
  2) How the teacher will address student's individual learning differences.
  3) How the teacher will continuously monitor student progress and provide corrective feedback.
  4) A clear and specific plan to use scientifically-based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level.
  5) A plan for students to practice learned strategies as they read and write across the curriculum.
	• The reading program design includes appropriate practice opportunities for students to master skills in the five essential components of reading instruction and includes a description of the following areas:
	  1) How the teacher will utilize current student assessment data for effective planning.
	  2) How the teacher will address student's individual learning differences.
	  3) How the teacher will continuously monitor student progress and provide corrective feedback.
	  4) A clear and specific plan to use scientifically-based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level.
		• The reading program design does not include appropriate practice opportunities for students to master skills in the five essential components of reading instruction or other practice opportunities as described in the "meets standard" column.

Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The reading program design includes assessment strategies for diagnosing student needs and measuring progress. There is a detailed description of how the information gathered from the assessments is analyzed and used for both long-term and day-to-day planning for individual students.	• The reading program design includes assessment strategies for diagnosing student needs and measuring progress. An assessment schedule is provided.	• The reading program design does not address how the teacher will utilize assessment data for long-term and day-to- day planning for students.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
Column Point Total: _____	Column Point Total: _____	Column Point Total: _____
Total Points Awarded for Instructional Strategies and Programs: _____ (Total combined points of the 3 columns)		
Comments (optional):		

1. d. iv. Instructional Materials

Applicants will explain the process for selection and use of instructional materials that support scientifically-based instructional strategies. The application will also show how instructional materials, including education technology, support effective instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The applicant will explain how the instructional materials selected support their local reading/writing program, which is aligned to the Nebraska Reading/Writing Standards.

Exemplary (2 points per section)	Meets Standards (1 point per section)	Does Not Meet Standards (0 points per sec tion)
• The applicant provides evidence that they are using instructional materials that support the teaching of the five components of reading, include effective program elements such as explicit instructional strategies, a coordinated instructional sequence, ample practice opportunities and are aligned with a comprehensive reading program.	• The applicant provides evidence that they are selecting and using instructional materials that support the five essential components of reading instruction based on scientifically-based reading research.	• The applicant does not demonstrate that the use of instructional materials support the five essential components of reading instruction based on scientifically-based instructional strategies.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• The applicant provides evidence that the instructional materials selected support the teaching of the local curriculum, which has been aligned to the Nebraska State Reading/Writing Standards.	• The application provides evidence that the instructional materials selected are integrated and coordinated with their comprehensive reading program.	• The applicant does not provide evidence that the instructional materials selected are integrated and coordinated with their comprehensive reading program.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• The applicant provides evidence that a variety of scientifically supported instructional materials are being used for their intended purposes. The use of those materials is individualized to meet the needs of all students.	• The applicant provides evidence that they are using instructional materials for their intended purposes (e.g. supplemental, intervention) and are appropriate to the student's instructional level.	• The applicant does not provide evidence that the instructional materials selected are being used for their intended purposes and are not appropriate to the student's instructional level.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
Column Point Total: _____	**Column Point Total:** _____	**Column Point Total:** _____

Total Points Awarded for Instructional Materials: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. v. Instructional Leadership

Applicants will explain the leadership components of their Reading First project that will result in the successful implementation of a reading instruction program designed to insure achievement success for all children.

Exemplary (4 points per section)	**Meets Standards** (2 points per section)	**Does Not Meet Standards** (0 points per section)
• Proposal meets all conditions listed under "Meets Standards." Proposal demonstrates how those in leadership positions will exercise their authority and in evaluation, analysis, curriculum alignment activities to facilitate continuous and consistent progress toward project goals.	• Proposal provides a plan for leadership of the adoption of the Reading First principles, including plans for district and building-level activities for teacher training, materials selection, and program evaluation. Plan includes duties and responsibilities of the leadership personnel, their expertise, and availability of time sufficient to the needs of Reading First implementation.	• The proposal provides a leadership plan for the Reading First program that does not meet the level of "Meets Standards." The plan is not developed to the point of activities, materials, training, and evaluation.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• Proposal provides specific qualifications of individuals who will provide leadership, along with the capabilities and skills, traits, and background experiences that indicate their fitness for their positions.	• Proposal provides information regarding qualifications of internal sources of leadership that will indicate capability to provide direction and coaching in the Reading First.	• Proposal doesn't provide qualifications of the leadership for the Reading First project.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• Proposal describes the plan for professional development that is comprehensive in the scope of scientifically-based reading research, and is sufficiently focused and intensive to produce lasting growth.	• Proposal addresses the training issues involved in developing persons in leadership roles (principals, reading coaches) to have the knowledge about scientifically-based reading research, to develop expertise in coaching, and strengthen the ability to manage the project.	• Proposal does not provide for training of all persons who have leadership roles in the Reading First process, including teacher-leaders, principals, and district-level consultants.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

Column Point Total: _____	**Column Point Total: _____**	**Column Point Total: _____**

Total Points Awarded for Instructional Leadership: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. vi. District and School-Based Professional Development

Applicants will describe and provide examples of how their school district will:

- Provide high-quality and results-based professional development that will effectively improve instructional practices and student achievement and ensure that all students are reading by the end of third grade.
- Provide evidence that the professional development is designed to include all of the essential components of scientifically-based reading research: phonemic awareness, phonics, vocabulary development, fluency including oral reading skills, and reading comprehension strategies, as well as skills that will improve teacher management skills, organizational skills and assessment/evaluation skills.
- Coordinate professional development efforts with federal, state and local initiatives, and demonstrate alignment with existing classroom reading programs and materials.
- Evaluate the effectiveness of the professional development program.

Exemplary (4 points per section)	**Meets Standards** (2 points per section)	**Does Not Meet Standards** (0 points per section)
• Plan includes a full range of varied experiences for professional development involving all K-3 classroom teachers, administrators and special education teachers, that is ongoing and continuous with designated times for follow-up activities. Specific plans for coaching and mentoring are listed including plans to utilize feedback from outside experts.	• Plan specifies a clear process with multiple on-going opportunities for professional development involving all K-3 classroom teachers and all special education teachers.	• Plan does not include professional development that is ongoing.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• Plan for professional development includes content, instructional practice and classroom application in all of the five essential components identified by scientifically-based reading research as well as skill development in the areas of management, organization, early intervention, classroom reading materials, and remedial programs/approaches. Plan describes the district's means for assessing the specific professional development needs of their teachers and designing professional development around those specific needs.	• Plan identifies a process for intense professional development including content and instructional practice in all of the five essential components of reading instruction identified by scientifically-based reading research, as well as management and organizational skill development.	• Professional development does not include content in all of the five essential components of reading instruction identified by scientifically-based reading research.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• Professional development provides intensive and focused training in the use screening, diagnostic, and classroom-based reading assessments and includes a plan to interpret in-class assessment results to plan instruction.	• Professional development provides for intensive and focused training in the use of screening, diagnostic, and classroom-based reading assessments.	• Professional development does not address instruction in the use of screening, diagnostic, and classroom-based reading assessments.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• Plan addresses initial preparation of teachers to implement scientifically-based reading research programs, assessments, and instructional strategies. Plan describes how teachers will be supported in an on-going manner, and how sessions will be adapted to meet individual participant needs. Plan also allows adequate time for learning and implementing scientifically-based reading instruction, including time for study, observation, practice, application, and evaluation.	• Plan addresses initial preparation of teachers and on-going support to implement new scientifically-based reading research programs, assessments, and instructional strategies. It also provides for demonstration lessons, coaching, and/or mentoring.	• Plan does not address initial preparation and/or on-going support.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• Plan provides evidence that professional development will be is provided by individuals highly knowledgeable in scientifically-based reading research. The district expresses a willingness to participate in Nebraska Reading Institutes and regional follow-up and networking sessions provided by the Cadre.	• Plan demonstrates how professional development will be provided by individuals highly knowledgeable in scientifically-based reading research and experienced in program implementation.	• The plan does not assurance that professional development will be provided by individuals knowledgeable in scientifically-based reading research.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• There is on-going support and training provided to individuals assigned to train, coach, or mentor teachers implementing designated programs and strategies. The district expresses a willingness to participate in Nebraska Reading Institutes and regional follow-up and networking sessions provided by the Cadre.	• Plan describes how those serving as trainers and coaches will receive on-going support and training.	• The plan gives no evidence of on-going support and training for coaches and trainers.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• Plan shows specific alignment with state/local reading/writing standards, a comprehensive reading program, and the STARS assessment system. It specifically describes how professional development integrates with local school improvement plans.	• Professional development plan describes how scientifically-based reading strategies can be incorporated into the Nebraska Standards and the STARS assessment system.	• Professional development plan does not describe alignment with state/local reading/writing standards.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• Plan also describes how teachers will be supported in an on-going manner including the district's means for assessing the specific professional development needs of teachers and designing professional development around those specific needs. It further describes how sessions may be adapted to meet individual participants needs by targeting assistance if necessary with built in time for study, observation, practice, application and evaluation.	• Plan also describes how teachers will be supported in an on-going manner including the district's means for assessing the specific professional development needs of teachers and designing professional development around those specific needs. It further describes how sessions may be adapted to meet individual participants needs by targeting assistance if necessary.	• No mention of tailoring professional development based on district needs or specific targeted assistance to those in need.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
Column Point Total: _____	**Column Point Total:** _____	**Column Point Total:** _____

Total Points Awarded for District and School-Based Professional Development: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. vii. District-Based Technical Assistance

Applicant will design and implement a district-based technical assistance program that will ensure strong infrastructure for the development of effective Reading First projects.

Exemplary (4 points per section)	**Meets Standards** (2 points per section)	**Does Not Meet Standards** (0 points per section)
• Proposal meets all conditions of "Meets Standards." Proposals will include specific professional development plans to meet needs of individual schools, assistance in helping schools with setting benchmarks and goals, and establishing realistic budgets.	• The proposal includes a plan for providing high quality technical assistance from the LEA, through direct assistance or through coordination with SEA or external resources.	• The proposal does not provide a sufficient plan for technical assistance to schools participating in the Reading First Program.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• Proposal will include names and qualifications of those who will provide technical assistance to the Reading First schools.	• The proposal details how the LEA will provide technical assistance to schools in evaluating their Reading First programs.	• The proposal does not provide details about who will provide the district level technical assistance, or what services could be provided.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
Column Point Total: _____	Column Point Total: _____	Column Point Total: _____

Total Points Awarded for District-Based Technical Assistance: _____
(Total combined points of the 3 columns)

Comments (optional):

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1. d. viii. Evaluation Strategies

Applicant will describe how they will utilize valid and reliable assessments, DIBELS, GORT-4, PPVT-3rd Edition, and Gates-MacGinitie, in order to show achievement at the individual student, building, and district level, for K-3 students. Applicant will describe how it will report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for Reading First schools. The applicant also has a clear plan for making decisions related to their Reading First program based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress.

Exemplary (5 points per section)	Meets Standards (3 point per section)	Does Not Meet Standards (0 points per section)
• LEA describes a clear evaluation plan that will document the effectiveness of local Reading First activities for individual schools and the LEA as a whole. Plan reflects that LEA's intent to administer valid and reliable assessments, DIBELS, GORT-4, PPVT-3rd Edition, and Gates-MacGinitie, in order to show achievement in the five essential components of reading instruction. The LEA's plan demonstrates how it will manage data collection at both building and district levels. LEA demonstrates how Reading First assessments are aligned to the Nebraska STARS process.	• LEA describes a clear evaluation plan that will document the effectiveness of local Reading First activities for individual schools and the LEA as a whole. Plan reflects that LEA's intent to administer valid and reliable assessments, DIBELS, GORT-4, PPVT-3rd Edition, and Gates-MacGinitie (Appendix J), in order to show achievement in the five essential components of reading instruction. The LEA's plan demonstrates how it will manage data collection at both the building and district levels.	• LEA does not insure that they will utilize valid and reliable assessments, DIBELS, GORT-4, PPVT-3rd Edition, and Gates Mac-Ginitie, in order to show individual student achievement in the five essential components of reading instruction. The plan does not demonstrate how data will be managed at both the building and district levels.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

• LEA describes how it will report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools. LEA shows how this report is aligned to their district's school improvement plan.	• LEA describes how it will report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.	• LEA does not describe how they will report reading achievement data that is disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in Reading First schools.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
• LEA has a clear plan for making decisions related to their Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress. LEA assures participation in the evaluation process specified in Nebraska's Reading First evaluation plan. LEA has outlined measures to identify individual students needing supplemental or intervention support, and their plan to provide resources to insure progress for all K-3 students.	• LEA has a clear plan for making decisions related to their Reading First program based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress. LEA assures participation in the evaluation process specified in Nebraska's Reading First evaluation plan including participation in the national evaluation.	• LEA lacks a clear plan for making decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

Column Point Total: _____	**Column Point Total: _____**	**Column Point Total: _____**

Total Points Awarded for Evaluation Strategies: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. ix. Access to Print Materials

Applicants will describe the ways in which their school promotes reading and library programs by:

- Providing student access to wide array of engaging reading materials including both expository and narrative texts.
- Providing access to a variety of print size options as well as texts that reflect the languages and cultures of the community.
- Encouraging and coordinating community support of school library programs and existing library/media initiatives.

Exemplary (2 points per section)	Meets Standards (1 point per section)	Does Not Meet Standards (0 points per section)
The applicant describes a Reading First **classroom** environment which promotes reading in the following ways:	The applicant describes a Reading First **classroom** environment which promotes reading in the following ways:	The applicant describes a Reading First **classroom** environment that is limited in its ability to promote reading:
• Classroom library contains materials to expand content learning at multiple levels and print size options.	• Classroom library contains both fiction and non-fiction at multiple levels.	• Limited classroom collection of materials.
• School communication with the community reflects language(s) and culture of the community including classroom materials.	• Classroom materials reflect language(s) and culture of the community.	• Classroom materials do not reflect language(s) and culture of the community.
• Plan for updating and maintaining classroom materials that aligns to standards and research-based reading components.	• Classroom materials are selected at random or donated.	• No district/building plan to update classroom materials.
• Applicant provides evidence of support for reading activities outside the classroom that promote motivation to read e.g. summer reading programs and book fairs.	• Applicant provides evidence of support for classroom reading opportunities e.g. reading buddies, grandparent reading time, and personal reading goals.	• Lack support for reading program beyond the classroom.
• Student authored stories are published and available to others.	• Student writings reflect the total reading program.	• Student writing is not part of the total reading program.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
The applicant describes a Reading First school **library** environment which promotes reading in the following ways:	The applicant describes a Reading First school **library** environment which promotes reading in the following ways:	The applicant describes a Reading First school **library** environment that is limited in its ability to promote reading:
• School library provides extended resources like CD ROMs, videos, audiotapes, and periodicals; internet access; and extended hours with staff to assist students and community members to promote family literacy.	• School library has a plan for updating materials, interloan system, accessible to students and coordination with the school's total reading program.	• School library has outdated materials and/or limited resources and hours.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____

The educators in a Reading First school **promote community support** for reading in the following ways:	The educators in a Reading First school **promote community support** for reading in the following ways:	The applicant describes a Reading First school/classroom environment that **does not promote community support** for reading:
• Reading materials are purchased for individual students by community members/organization to assist with equal access at home. • Plan, purchase and place literacy materials in areas of community access for adults and children, e.g. birth-PreK audience at doctor offices.	• School-based plan to purchase personal reading materials for students especially those in most need. • School/Business partnerships are established to expand access to quality literacy materials.	• Lack school/community support to gain personal access to reading materials. • Lack community/business support of literacy resources that are limited to public access.
Points Awarded: _____	Points Awarded: _____	Points Awarded: _____
Column Point Total: _____	**Column Point Total:** _____	**Column Point Total:** _____

Total Points Awarded for Access to Print Materials: _____
(Total combined points of the 3 columns)

Comments (optional):

1. d. x. Additional Criteria

The additional criteria section was eliminated.

1. d. xi. Competitive Priorities

Competitive priority points will be awarded as listed below to LEAs that meet specific criteria:

+ 10 points Districts in which at least 15% of the students served in the LEA are from families with incomes below the poverty line or at least 6,500 children in the LEA are from families with incomes below the poverty line.

+ 3 points Districts that demonstrate a plan for successful implementation of instructional strategies and programs based on scientifically-based reading research.

+ 1 points Proposals that clearly demonstrate the leadership capacity of the district and eligible schools within that district to implement a comprehensive Reading First program, including the required implementation of instructional strategies and programs based on scientifically-based research.

+1 points Proposal provides evidence of leveraging existing resources with Reading First Funds to maximize effectiveness

+4 points Proposal is submitted by a consortium of school districts, each of which individually meets the eligibility requirements, impacting a total student population of at least 300 students